EGAT/ED USER'S GUIDE

FOR

CONTRACTS & GRANTS MECHANISMS

AUGUST 2004

EGAT/ED MECHANISM MATRIX

If the Challenge is … *Help is available through …*

	ED DATA II	BEPS	GWIT	ALO & IDP	CASS	START	GEM	DOT. EDU	EQUIP 1, 2 & 3	EQUIP2 -AA	ED IQCs
EDUCATION											
Basic Education Feasibility Studies / Pilot Projects		√					√	√	√		√
Early Childhood Education		√		√			√		√		√
Education in Crisis Countries		√	√	√			√	√	√		√
Education Reform		√		√			√		√		√
Education Systems Mgmt		√	√	√		√	√	√	√		√
Higher Education Linkages				√			√				
Literacy		√	√	√		√	√	√	√		√
Long-term Academic Training					√	√					
School Nutrition		√							√		√
Teacher Training		√		√	√	√	√	√	√	√	√
Sector-wide Assessment							√			√	
TRAINING & OTHER CROSS SECTOR SUPPORT											
Crisis & Post-Conflict Leadership Training		√	√	√	√	√			√		
Program Design, Monitoring & Evaluation		√		√			√		√	√	√
Skills Analysis / Needs Assessment			√	√		√	√		√		√
Short-term Tech Training and Internships			√		√	√			√		√
Small Grants Administration		√				√			√		
Track & Report on Training Results						√	√				
Program Assessment & Strategic Planning		√					√			√	√
Communication Technologies			√					√	√		
E-Commerce Policy & Regulatory Reform								√			
Gender & Women's Issues		√	√	√		√	√	√	√		√
Household survey data	√										
Education-Related Surveys							√				
Knowledge Management	√	√	√	√		√	√	√	√		√
Small Scale Surveys/ Assessments	√						√				
Results-Based Management										√	
ECONOMIC DEVELOPMENT											
Business Partnerships		√	√	√		√			√		
Labor Force Needs Assessments	√		√	√							
Child Labor		√	√	√					√	√	
Entrepreneurial Development			√	√		√			√		
Industry Cluster Assessments			√					√			
Mobilizing Youth/Young Adults		√	√					√	√		
Public-Private Workforce Initiatives / Workforce Dev.			√	√					√		
Strengthening Local Institutions			√	√		√	√		√		

OVERVIEW

The mechanisms maintained in EGAT's Office of Education offer technical expertise in support of the Missions' efforts in *basic education*, *workforce skills development*, *higher education*, and *training*. In general, Missions access the services offered under these mechanisms through buy-ins achieved through a simple acquisitions process that depends on the type of instrument. Mechanism within EGAT/ED fall under three broad types: **indefinite quantify contracts** (IQCs), **grants or cooperative agreements (CA)** and **Agency service agreements**.

To access an **IQC**, mission must:
- Prepare a statement of work (SOW) for a task order detailing the purpose, background objectives and desired activities, deliverables and/or performance measures as appropriate, budget and timeframe.
- Submit SOW to the appropriate cognizant technical officer (CTO) for comment and to ensure that the proposed activities are consistent with the IQC's purpose and that the budget is realistically within the existing award ceiling level.
- Give fair consideration as to which, IQC firm will undertake the proposed activity.
- Send a formal request to its contracting officer to negotiate a task order under the IQC, after the SOW is reviewed by EGAT/ED.

To access a **grant** or **cooperative agreement**, Missions must:
- Send a draft program description with budget attached, to the EGAT/ED program contact, who serves as the CTO.
- Consult with the CTO to confirm that the existing grant or cooperative agreement program scope accommodates the proposed activity.
- Send a formal request to the contracting officer to negotiate an associate award under the cooperative agreement after the program description is reviewed by EGAT/ED.

Once an agreement is reached, the proposal becomes a task order or associate award. Mechanisms managed in the Office of Education have been competed and no further competition is generally necessary. Task order activities can consist of long-term or short-term technical assistance. Activities can be as short as one week and as long as the duration of the underlying contract. Staff in the Office of Education serve as CTO's of the following mechanism and can advise on writing scopes of work and negotiating with contractors to assure that specific needs are met:

BASIC EDUCATION

Basic Education and Policy Support (BEPS) assists developing and newly independent nations to improve the quality, access, management, and effectiveness of their basic educational systems. The BEPS activities focus on four main objectives:

- To improve quality, efficiency, access and equity of non-formal and formal basic education;
- To support educational policy dialogue and reform;
- To conduct restorative basic education, educational planning, and policy activities in crisis and non-presence countries; and
- To contribute to the prevention of the most abusive forms of child labor.

BEPS is an Indefinite Quantity Contract (IQC)-type project that provides specialized technical support via a core set of activities and task orders in the following technical areas:

- Educational policy appraisals and/or assessments;
- Short-term training activities in policy dialogue, reform, basic education, and crisis country activities, in country, regional, or US;
- Pilot projects, feasibility studies, and applied research; and
- Education diagnostic, reform, and conflict prevention activities in crisis countries.

Contact: James Hoxeng, CTO, (202) 712-519 (jhoxeng@usaid.gov). Creative Associates is the prime contractor. For additional information, go to http://www.beps.net. **End date: February 2005**

Educational Quality Improvement Program (EQUIP) consists of three separate but related Leader with Associates Cooperative Agreements. The program builds on the knowledge and tools developed and applied by other activities to improve basic education and address the needs of out-of-school children and youth. It will supplement, and eventually replace, the work of BEPS and the Improving Educational Quality II IQCs and initiates a new focus on youth capacity building initiatives. The three awards are:

EQUIP1: Building Educational Quality in the Classroom, School and Local Community. EQUIP1 focuses on school-level changes to increase student learning through improved classroom and teaching quality. Attention will also be devoted to the needs of children in crisis situations, and to the development of local education services designed to meet these needs. EQUIP 1 is responsible for establishing and maintaining the EQUIP Dissemination Center website. **End date: September 2008.**

Contact: John Hatch, CTO, (202) 712-0147 (jhatch@usaid.gov). American Institutes for Research (AIR) is the prime grantee. For more information, go to http://www.equip123.net.

EQUIP 2: Sustainable Educational Improvement Through Policy, Systems, and Management. EQUIP 2 is designed to facilitate access to expertise and resources needed to support the goal of building educational quality at national, sub-national, and cross-community levels. The Leader activities provide policy analysis and research, strengthen international networks, and build regional and national capacity. The Associate Awards are a "buy-in" mechanism enabling USAID bureaus and missions to access technical support quickly and easily from the EQUIP 2 partnership.

The overall objectives of EQUIP 2 are to work in partnership with governments and donor agencies to: 1) formulate and implement education policy; 2) establish and improve educational systems and build organizational capacity; 3) strengthen management skills in the education system; and 4) expand and improve the collection of data and the use of information in education. **End date: January 2008.**

Contact: Patrick Collins, CTO, (202) 712-4151 or pcollins@usaid.gov. The Academy for Educational Development (AED) is the prime contractor. For more information, go to http://www.equip123.net.

EQUIP 2-Associate Award: Education Policy and Data Center. EQUIP 2's Associate Award provides education policy and data assistance, including country and sub-national data profiles, intervention results-based management and evaluation, cross-national and longitudinal impact analyses (http://www.epdc.org). Missions or Bureaus can access LWA 2AA through associate award buy-ins. **End date: September 2008**.

Contact: Gregory Loos, CTO, (202) 712-4175 (gloos@usaid.gov). Academy for Educational Development (AED) is the prime contractor. For more information, go to http://www.equip123.net.

EQUIP 3: Earning, Learning & Skill Development Opportunities for Out-of-School Children and Youth. EQUIP Award 3 focuses on assistance to build the capacity of organizations and agencies to provide relevant skills training for out-of-school children and youth. The envisioned approach is to engage out-of-school and disenfranchised youth as partners and resources in addressing the social service and economic development needs in communities while helping them acquire skills needed for productive futures. **End date: April 2008**

Contact: Claire Ignatowski, CTO, at (202) 712-1849 (cignatowski@usaid.gov). Education Development Center (EDC) is the prime grantee. For more information, go to http://www.equip123.net.

Education IQCs: These limited competition IQCs support activities in Washington, the Missions, host countries, and non-presence countries. Tasks performed under these contracts include activities related to research, surveys, assessments and evaluations, analyses, and design. Work done under these contracts tends to be small-scale, short-term (up to 150 days), and with a short lead time. A Scope of Work is sent to all four IQC contractors who then submit a proposal for evaluation and final selection for the task. The ceiling for each award is $2 million over the life of the contract. **End date: June 9, 2006**.

Contact: Yolande Miller-Grandvaux, program manager, (202) 712-5207 (ymiller-grandvaux@usaid.gov). The contact for each of the IQC contractor is Paula Gubbins, Academy for Educational Development, (202) 884-8260 (pgubbins@aed.org); Cynthia Prather, Creative Associates, (202) 966-4729 (cprather@caii-dc.org); Isabella Dillener, DevTech Systems, (703) 778-2641 (idillener@devtechsys.com); and Lem Truong, L.T. Associates, (703) 536-3185 (truong.hl@verizon.net).

DHS EdData: This IQC provides developing countries with accurate and timely data for education policy and program planning, monitoring and evaluation. The activity was created to supplement and strengthen information already collected by national Education Management Information Systems (EMIS) while building on USAID's investment in population-based surveys. DHS EdData can provide the following services:

- Conduct education surveys linked to Demographic and Health Surveys (DHS).
- Design and implement independent quantitative and qualitative data collection.
- Build in-country capacity for education data collection, analysis, and use.
- Assist existing data collection efforts, such as school surveys.
- Analyze and disseminate education from past DHS surveys.

This IQC is no longer accepting buy-ins. **End date: September 2004**. A follow on—Ed Data II— is expected to be awarded by the end of Fiscal Year 2004.

Contact: John Hatch at (202) 712-0147 (jhatch@usaid.gov). ORC Marcos is the prime contractor.

dot-EDU is a Leader with Associate cooperative agreement under **DOT-COM** which promotes the use of information and communication technology (ICT) in learning systems to increase the reach and quality of programs in basic education, teacher training, workforce development, and higher education. , including the applications of Internet/ICT for learning systems in countries suffering the effects of civil unrest, natural disasters, or HIV/AIDS. **End date: September 2006**

Contact: Stephen Tournas, CTO, (202) 712-0154 (stournas@usaid.gov). Education Development Center is the prime grantee and maintains a website at http://www.dot-edu.org.

HIGHER EDUCATION

Association Liaison Office for University Cooperation in Development (ALO) Cooperative Agreement administers partnerships between U.S. and developing country higher education institutions in support of Mission SOs and/or the Agency's third goal and priorities. An annual grant competition is held for institutional partnerships ($100,000 over three years). Mission concurrence is required for all partnerships. Peer review panels are convened by ALO to review proposals, and when funded by Missions, appropriate mission and host-country representatives participate in this peer review process. It is also possible for Missions and regional bureaus to "top up" (fund) proposals of particular value to their SO's.

Under the ALO's Cooperative Agreement structure, Mission's can directly buy-in to the services of ALO to solicit and manage a larger Mission funded higher education partnership. This has been done in El Salvador, Rwanda, Macedonia, Ethiopia, West Bank/Gaza and Mexico Missions as well as the AFR and DCHA Bureaus. Note: ALO represents six major U.S. higher education associations with a membership of over 3,800 U.S. colleges and universities. **End date: September 2007**

Contact: Ron Senykoff, CTO, (202) 712-1556 (rsenykoff@usaid.gov). For more information on ALO and its partnerships go to http://www.aascu.org/alo.

United Negro College Fund (UNCF) administers a cooperative agreement that uses regional core funds to support the **International Development Partnerships** (IDPs) between Historically Black Colleges and Universities or consortia of associations of HBCUs and developing country institutions. The cooperative agreement complements Mission SOs and the Agency development goals. Under the UNCF CA structure, it is possible for Missions to access IDP in three different ways: Through fund transfers, with a MAARD, or as a direct contract with UNCF. An annual grants competition is held yearly to select a minimum of four partnerships, one per region, in the amount of $200,000 each for a three year period. Mission concurrence is required for all partnerships. UNCF convenes peer review panels of international development specialists to recommend proposals for funding. It is also possible for Missions or regional bureaus to "top up" proposals of particular value to their SOs or to fund specific partnerships. **End date: June 2006**

Contact: Ron Senykoff, CTO, (202) 712-1556 (rsenykoff@usaid.gov). For more information on UNCF and the IDP program go to http://government.ncat.edu/idp.

Global Workforce in Transition (GWIT) is a 5-year, $35 million multi-task order Indefinite Quantity Contract (IQC) that provides Missions with easy access to experts in the areas of workforce development, competitiveness, trade and SME development. GWIT can help countries raise workforce skills in ways that increase productivity and competitiveness, thereby fostering economic and employment growth. Activities include short-term workforce assessments and longer-term projects that strengthen connections between the private sector and education systems to improve workforce skills, sharpen the relevance and timeliness, and create more flexible labor markets, education processes and options. GWIT can be used to address issues of youth employability and employment and to begin

recovery in high conflict areas. In some settings, the approach could include public works initiatives combined with workplace skills development. **End date: January 2007**

Contact: Clare Ignatowski, CTO, (202) 712-1849 (cignatowski@usaid.gov). Education Development Center Inc. is the prime contractor. The partnering organizations are Associates for International Resources and Development, Booz Allen Hamilton, Development Informatics, Opportunities Industrialization Centers International and Regional Technology Strategies. Additional information is available at http://www.gwit.us.

TRAINING

Strategic Technical Assistance for Results with Training (**START)** is an IQC designed to help develop a strong base of human capital through training implementation, institutional strengthening and related services. START, which replaced the Global Training for Development mechanism in 2001, is an easy to access $450 million, five-year, pre-competed IQC that provides training, technical assistance and related services to missions, other USAID entities and their partners worldwide.

START can:
- Strengthen the performance of your key local NGOs and grantees
- Develop cross border partnerships between small and medium-sized local entrepreneurs and similar types of U. S. and regional businesses; arrange internships, job shadowing and entrepreneurial networking programs
- Administer small grants to local organizations that provide training and technical assistance to support achievement of your program objectives
- Help fill human capital voids created by the HIV/AIDS pandemic through policy development, leadership, management and other sector-specific technical training
- Analyze organizational performance gaps, assess needs, arrange placements, and provide all other implementation and support services for short-term technical and long-term academic training at U.S., third country or in-country sites
- Respond to human resource needs for crisis and conflict prevention through the integration of training and other interventions, also staff and manage training in non-presence countries
- Facilitate program results across sectors and work collaboratively with other agencies, and
- Monitor and report training results, cost data and organizational performance changes.

START anticipates the application of distance learning technologies, as relevant, to implement the activities listed above. Services can be accessed through a Task Order. **End date: August 2006**

Contact: Ethel Brooks, CTO, at (202) 712-0496 ([ebrooks@usaid.gov)](mailto:ebrooks@usaid.gov).   The three prime contractors for this award are the Academy for Educational Development, Development Associates, Inc., and World Learning. For sample task order or to view the START contracts go to http://www.usaid.gov/educ_training.

Cooperative Association of States for Scholarship **(CASS)** offers technical education, job training, and leadership skills development to young adults and leaders from communities in Mexico, Cental America and the Caribbean. The program provides individuals from disadvantaged populations the tools to rebuild and secure the future of their nations. Half of the scholars are women and at least 80 percent are from rural areas. CASS provides 2-year technical training and short-term professional training in the Dominican Republic, El Salvador, Guatemala, Honduras, Haiti, Nicaragua, and Mexico. The fields of study are determined through in-country needs assessments and employment trends. Fields for technical training include agriculture, business, environmental science, health programs or deaf students and technology. **End date: November 2009**

Contact: Ron Raphael, CTO, at (202) 712-5244 (rraphael@usaid.gov). The cooperating agency is the Center for Intercultural Education and Development at Georgetown University. Additional information is available at http://data.georgetown.edu/cied/index.html.

Global Evaluation and Monitoring (GEM) is an IQC that enables USAID missions, bureaus and offices to: design, monitor and evaluate programs in any of the areas of human capacity development (basic and higher education, workforce development, training and institutional capacity development); incorporate evaluation results into program design, monitoring and strategic planning; adapt and disseminate results, success stories, and lessons learned.

Menu of Services: Design, monitor, and evaluate programs; prepare or refine education and training sector components of strategic plans; advise on ways to increase effectiveness of education and training sector programs; analyze and disseminate education and training-related lessons learned; conduct workshops and conferences for education and training practitioners; create and maintain websites, databases and other dissemination vehicles. **End date: July 2006**

Contact: Ron Raphael, CTO, at (202) 712-5244 (rraphael@usaid.gov). Tasks funded under this IQC are implemented by the prime contractor, Aguirre International, and the sub contractor, International Science and Technology Institute (ISTI). For additional information, go to: http://www.gemiqc.net.

Training Results and Information Network (TraiNet) is the Agency's worldwide database system for planning and reporting information on USAID training activities. The system enables USAID/W and the Missions to interface with the Student and Exchange Visitor Information System (SEVIS) in compliance with Homeland Security's visa system as well as produce Congressional and other specialized reports on training activities. The TraiNet is a self-contained computer application that helps Missions monitor and track their training results. Missions can request contractor assistance to maintain the TraiNet software. **End Date:**

Contact: Jim Nindel, CTO, at (202) 712-3333 (jnindel@usaid.gov). The TraiNet contractor is Development InfoStructure (devIS).. For additional information on TraiNet go to http://www.usaidtraining.net. For assistance with visa compliance issues, contact Marina Gelles, visa specialist, International Science and Technology Institute (mgelles@istiinc.com).
.